Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Music Practice

Component 2: Music skills development

L1/2

Pearson-set Assignment – sample

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Issue 1

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BTEC Level 1/Level 2
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Introduction

The key purpose of this assessment is for learners to apply their knowledge of musical skills and processes of development to improve their musical techniques.

The assignment for this component consists of one task.

- In response to the task, learners will plan and create two musical outcomes in different musical areas in response to a theme that will develop professional and musical skills.

This assessment will be offered twice a year. The timing of the assessment is approximately 15 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently; they cannot work with or discuss their work with other learners unless part of permitted group or collaborative work required by the task. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment. Learners can access the internet if necessary for the research element of the task but this must be monitored by the teacher.

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Instructions to learners

You should read carefully the information given in the vocational context and each task section of this assignment before starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 15 supervised hours to complete.

This timing is for guidance only but should be used as an indication of how long to spend on the task.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. If group work or collaboration is permitted, you must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

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Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Music Practice
Component number and title	**2:** Music Skills Development
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 15 hours
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	A *music management company* is looking for artists to develop and have asked you to take part in a new project on the theme of '**Identity**'. They have asked you to submit a contribution of two musical outcomes related to the theme and information on your developmental process. They want artists to be able to take control of developing their own skills as it is an important aspect of being a musician. In this assessment you will be asked to demonstrate how you apply: • professional and commercial skills for the music industry • processes for developing your music skills and techniques.

Task 1	**Developing your skills** Plan and create two musical outcomes that will develop your music skills. You must show how you have used professional and commercial skills to develop your musical outcomes, including: • planning and management of development processes • management of equipment and resources • strategy and management of skills development. You must show how your musical outcomes have evolved through your development of skills in **two** of the following areas: • music performance • creating original music • music production.

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	You should submit: • evidence of key milestones within the development, such as recordings of practice sessions, rehearsals, compositional sketches, drafts, raw audio/recordings, application of effects and initial mixes • supporting material with reflection on progress and development of skills during refinement of outcomes • two musical outcomes, approximately 2-4 minutes in length, linked to your skills development and the given theme.
Learning outcomes covered	**A:** Demonstrate professional and commercial skills for the music industry **B:** Apply development processes for music skills and techniques

Checklist of evidence required	Your portfolio of evidence must include: • evidence of planning and management of the development process • a series of developmental works with supporting material in the most appropriate format, such as video, audio, written commentary or a combination of these • two musical outcomes, approximately 2-4 minutes in length.
Resources needed	A learning resource centre or library and/or internet resources to carry out underpinning research. Listening material, online streaming, online video resources, DVDs. Musical instruments and recording equipment.
Supervised hours to complete the tasks	Learners would need approximately 15 hours to complete Task 1.
Number of marks	60 marks

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read carefully the information given in the vocational context and each task section of this assignment. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	The assignment will take approximately 15 supervised hours to complete. This timing is for guidance only but should be used to give learners an indication of how long to spend on the task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.

Opportunity to contextualise this assignment	You are permitted to adapt the vocational context of the Pearson set brief to make it more relevant and accessible to your learners (e.g. their specialist practices, the local area). The portions of the context which can be adapted are indicated with *italics*. **The theme set by Pearson must be retained.** If adapting the brief, you must ensure that changes do not alter the requirement for learners to demonstrate their knowledge, understanding and skills in: • professional and commercial skills for the music industry • processes for developing musical skills and techniques. **Adaptations must:** • retain a vocational context – this might be an event (e.g. a festival, a campaign) and/or a purpose (e.g. to inform, to entertain, to raise awareness) • provide equal accessibility to all learners covering all technical specialisms, and allow them to address the brief in an individual way • change for each assessment window, ensuring that the same work could not be applied to more than one brief or assessment • not affect the degree of demand of the brief or provide any additional direction to learners • not affect the time within which the assessment must be completed (unless as part of a Reasonable Adjustment or for the purposes of Special Consideration).
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	**For the duration of the assignment:**
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can be given to learners only to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access

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	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks • learners must not be given any support or feedback in writing or editing notes • learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding • any permitted group or collaborative work must be clearly defined • appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops. **Maintaining security during formal supervision** Any work learners produce under supervision must be kept securely between sessions and during breaks. Designated assessment areas must be accessible only to the learner and to named members of staff. Learners can only have access to their work under supervision. Only permitted materials can be brought into the supervised assessment and no materials should be removed.
Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the set assignment is distributed they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.
Other materials	This Set Assignment does not include any additional materials and learners are expected to produce their own evidence. Learners must not be given writing frames, prepared formats, templates or any other forms of scaffolding.

Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • give learners feedback about their achievement. When acting in dual roles as both teacher and assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit' approach to marking the assignments** In applying the marking grid: • Assessors are required to first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provide a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • After placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

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	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome A: Demonstrate professional and commercial skills for the music industry				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited planning that demonstrates tentative progression and organisation for the basic improvement of musical skills and technique in line with intentions. • Plans are basic and superficial, demonstrating a limited analysis of developmental needs in line with intentions.	• Adequate planning that demonstrates indiscriminate and/or non-sequential progression and sequence for sufficient improvement of musical skills and technique in line with intentions. • Plans are straightforward and sufficient, demonstrating some analysis of developmental needs in line with intentions.	• Competent planning that demonstrates incremental and sequential progression for appropriate improvement of musical skills and technique in line with intentions. • Plans are clear and structured, demonstrating competent analysis of developmental needs in line with intentions.	• Comprehensive planning that demonstrates defined logical progression and iterative sequence for effective improvement of musical skills and technique. • Plans are purposeful and focused, demonstrating an in-depth analysis of developmental needs in line with intentions.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Development processes are superficially applied, with limited improvement of skills and techniques. • Technical exercises have superficial links to development and intended outcomes.	• Development processes are adequately applied, with some improvement of skills and techniques. • Technical exercises have partial links to development and intended outcomes.	• Development processes are applied appropriately and are competent in improving skills and techniques. • Technical exercises are appropriate and clear in their links to development and intended outcomes.	• Development processes are applied securely and are effective in improving skills and techniques. • Technical exercises are purposeful and effective in their links to development and intended outcomes.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Learning outcome B: Apply development processes for music skills and techniques				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited refinement of musical skills through application to musical outcomes. • Basic reflections lead to superficial musical improvements.	• Adequate refinement of musical skills through application to musical outcomes. • Straightforward reflections lead to some musical improvements.	• Competent refinement of musical skills through application to musical outcomes. • Appropriate reflections lead to clear musical improvements.	• Effective refinement of musical skills through application to intended musical outcomes. • Perceptive reflections lead to highly effective musical improvements.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Limited development of musical content/material in line with creative intentions. • Musical content is limited and tentatively stylistically accurate.	• Adequate development of musical content/material in line with creative intentions. • Musical content is adequate and partially stylistically accurate.	• Competent development of musical content/material in line with creative intentions. • Musical content is competent and mostly stylistically accurate.	• Effective development of musical content/material in line with creative intentions. • Musical content is effective and stylistically accurate.
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	• Professional skills are superficially applied and tentatively develop musical skills. • Professional skills for the music industry are tentatively applied throughout the development process.	• Professional skills are adequately applied and partially develop musical skills. • Professional skills for the music industry are partially applied throughout the development process.	• Professional skills are appropriately applied and mostly develop musical skills. • Professional skills for the music industry are appropriately applied throughout the development process.	• Professional skills are purposefully applied and effectively develop musical skills. • Professional skills for the music industry are consistently applied with assurance throughout the development process.

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